MontCAS
Montana Comprehensive Assessment System

2017 Science CRT-Alternate Administration

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About This Training

- This training is intended to give a broad overview of the CRT Alternate. Other training materials are available on OPI MontCAS website

- Also, please refer to the CRT Alternate Administration Manual for the most complete information.

- Please use the contact information provided to ask questions.

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Reminders for 2017 Science CRT-Alt

- **Grades 4, 8, and 10**

- For eligible students who enroll in your school after January 13, 2017; please contact Marcy Fortner at 406.444.3511 or mfortner@mt.gov

- **All testing materials, CRT and CRT-Alternate**, will be again included in one shipment.

- **The test security agreements** for system test coordinators and school principals/authorized representatives will be online on the MontCAS website.

- **Return of CRT-Alternate envelopes:**
  - The Tyvek envelopes must be sent to the system test coordinator who will ship them with other CRT materials.
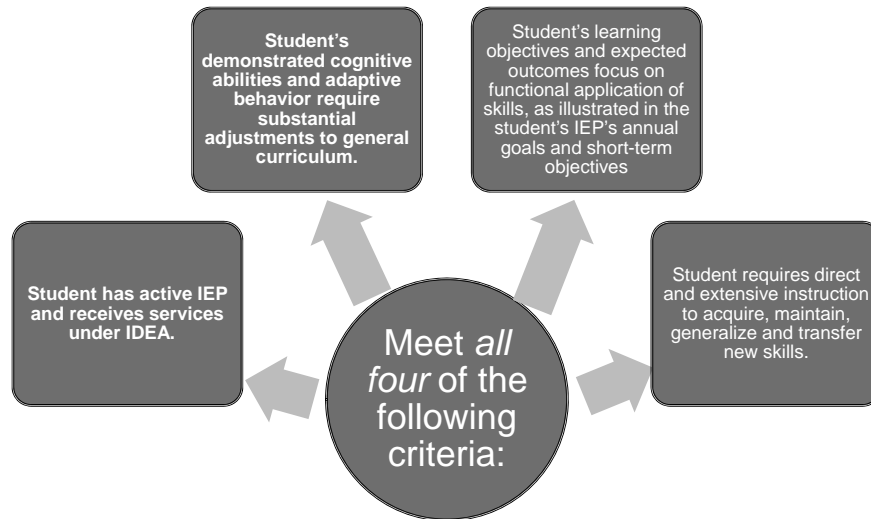
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Important CRT-Alt Dates

Dates	Events
Jan. 30-Feb. 8	System Test Coordinators download and print CRT-Alternate Test Administration Manual and Test Booklets to distribute to Test Administrators. System Test Coordinators will receive password for Test booklets on January 23.
Feb. 15-20	CRT-Alternate Test Material Kits and Return Materials arrive to System Test Coordinators to disseminate to teachers
March 28	Last day to ship CRT-Alternate test (and CRT) materials to Measured Progress

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Montana Criteria for Participation in Alternate Assessments

Student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to general curriculum.

Student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives

Student has active IEP and receives services under IDEA.

Meet *all four* of the following criteria:

Student requires direct and extensive instruction to acquire, maintain, generalize and transfer new skills.

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Participation Decision

- If you answer "NO" to <u>any</u> of the four questions, the student must participate in the regular CRT.

- If ALL answers are "YES," the student is eligible to take the alternate and considered to be a student with a significant cognitive disability.

- This eligibility needs to be included in an IEP.

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Eligibility <u>May Not</u> Be Based on Any of the Following

- Excessive or extended absence

- Disability category

- Social, cultural or economic difference

- The amount of time receiving special education services

- Academic Achievement significantly lower than his or her same age peers.

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Other Participation Information

- Grades 4, 8, and 10 Montana Accredited Schools

- Not included in participation
  - Home school students
  - Private non-accredited schools
  - Residential treatment centers under contract with the OPI
    - Part-time enrolled students test in resident school
  - Montana Youth Challenge Academy
  - Job Corps

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Test Administrators

- Only certified educators employed by the system or school may administer the test.

- Para professionals may assist within sight and sound of the certified educator.

- Plan personnel and procedures for emergencies.

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About the Test

- Test items are aligned with Montana Science content standards

- Standards have been expanded to encompass skills that lead to the development of grade level standards

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CRT-Alt Materials

Secure CRT-Alt Test Booklet

CRT-Alt Administration Manual
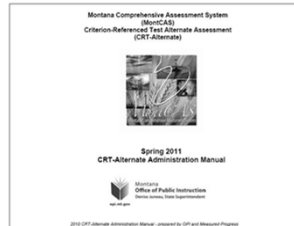
Test Material Kit

Return Materials
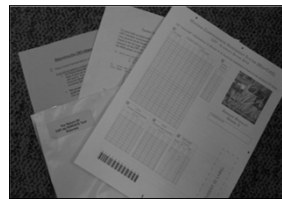
Test Booklet Organization

Assessment Format

Materials	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials the teacher needs to supply.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, and suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed. Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

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Test Materials

Materials
2.
• Picture cards:
• man
• hat
• horse
• dog
Communication support strategies:
• Student may look at/point to task materials to express a choice.
• Request may be rephrased to require yes/no response (e.g., point to a picture card and ask *"Is this the dog?"*).
• Student may tell teacher to "stop" at desired response as teacher sequentially points to each item.

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Check in Advance for Other Materials

Grade 4 Science Materials Replacement Form

Please place a check mark in the column next to the materials that need to be replaced and return with the student test materials in the envelope labeled "For Return of Student CRT-ALTERNATE Test Materials". Please use the Teacher Recording Evidence Forms directly from the Test Booklet.

Grade 4 Science Materials	√
Science Tasklet 3	
Item 1 & 2 Picture cards	
Item 3 Picture cards	
Item 4 Picture cards	
Item 5 Picture cards	
Science Tasklet 4	
Item 1, 2 & 3 Picture cards	
Item 4 Picture Cards	
Item 5 Question Cards	
Science Tasklet 5	
Item 3 Picture cards	
Item 4 Picture cards	
Item 5 Picture cards	
Item 5 Bird picture card	

Grade 4 Science Materials Summary Form

Science Tasklet 3

Materials Provided in Material Kit:	Teacher Supplied Materials:
• Picture Cards	

Science Tasklet 4

Materials Provided in Material Kit:	Teacher Supplied Materials:
• Picture Cards • Question Cards	

Science Tasklet 5

Materials Provided in Material Kit:	Teacher Supplied Materials:
• Picture Cards NOTE: Please use the Teacher Recording Evidence Form from your Test Booklet.	• A small box with a hole in the top that a penny will fit through • A penny, a quarter, a pebble, and a rubber ball

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Organizing Materials

o Schedule prep time (substitute, time to work with other test administrators)

o Test booklet in binder, to allow for easy flipping from page to page (single sided)

o Materials in individual folders, or single folder with divider, sequenced by item

o Use of another person to "hand" materials to test administrator

o Maintain files of materials from year to year

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Activity Steps
Teacher will:

Activity Steps Teacher will:
2. Display the picture cards on the work space in front of the student. Do not describe them.
"Show me the dog."
Scaffold:
Level 3: Remove the incorrect response. Repeat the request.
Level 2: Remove another incorrect response. Repeat the request.
Level 1:
Say, *"This is the dog. Show me the dog."* Assist student as needed to identify dog.

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o Describes how to prepare for and introduce test item

o Provides script for the questions

o Provides script for scaffolding

o Language may be modified

Strategies to Help with the Scripted Implementation

- Review scripting in advance

- Write notes about language/materials substitutions in test booklet

- Practice sequencing with a peer who is also administering the test

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Student Work
Student Will:

Student Work Student will:
2. Identify "dog."

○ Identifies the expected student response

Performance Indicators

Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
2. Locates a picture/ symbol/object when named or signed.
○ ○ ○ ○ ○ 4 3 2 1 0
Performance Indicator: 1.1.3.3
Expanded Benchmark: 1.1.3.3

- The performance indicator describes the specific skill that is being assessed by a test item.
- A complete list of performance indicators are in the Expanded Benchmarks documents described previously.
- Performance Indicators for each grade and content area are released online every year.
- Scoring rubric

Scoring

Montana Alternate Assessment Scoring Guide

Performance (independence and accuracy)
Used to score every item during the structured observation test activity.

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes
- Except for introductory items, each item is scored using the rubric above
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to the test items

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Scaffolding → Scoring

"You will put your name on this worksheet. Which of these is your name?"

Assist the student to write his/her name on the worksheet.

Scaffold:
Level 3: Remove one incorrect name. Repeat question.
Level 2: Remove another incorrect name. Repeat question.
Level 1: Remove another incorrect name. *"Here is your name. Show me your name."* Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently
- Proceed through scaffolding sequentially
- Score response based on level of assistance provided

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Introductory Items

Student Work Student will:	Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
1. Attend to the reading materials.	1. Attends to literacy materials. O O 4 0

- Introductory items are scored on a different scale
- They are always the first item of each tasklet

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When Finished with Testing
Transfer Student Scores from CRT-Alt Test Booklets to CRT Answer Booklets

Transfer student scores to the answer booklet. There is one section for each subject tested.

Complete the administration survey for each subject.

REMINDER:
The pages for the CRT Alt scores are located at the back of the CRT answer booklet for each grade.

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Teacher Recording Evidence Form

- The magnifying glass icon flags items that require evidence
- Record student's response as the item is administered
- Fill out the form for each item that requires student evidence

Teacher Questionnaire

- Yellow Questionnaire from CRT-Alternate return materials

- Answer questions using bubbles 1, 2, and 3 on page 2 of the Student Answer Booklet, for "State Use Only."

Making the Test a Positive Experience for Teacher and Student

- Frequent breaks
- Short test periods
- Scaffolding to support students when they need assistance
- Scoring:
  - No response or engagement is scored as a "0" for inconclusive
  - If there are 3 consecutive "0" scores, stop the administration of the test
  - Resume test at another time, following the scoring rule procedures for halting on the next slide and in the CRT-Alternate Administration Manual

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Halting Rule and Process

- When the test is resumed at a different time, re-administer the final 3 items on which the student scored a "0"
- If the student again scores a "0" on 3 consecutive items, halt test administration
- If student scores anything other than a "0", continue testing as before
- If 3 consecutive "0"s are scored again, halt the testing of the tasklet and leave remaining items blank. Continue on to the next tasklet

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CRT-Alt: Structured Yet Flexible

- Students for whom this assessment is designed vary in how they communicate and respond
- Test administrator must carefully examine the tasks *in advance* and make necessary adaptations for individual test takers

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When Planning
Consider the Following

- Student's communication skills
  - How student *receives* information
  - How student expresses information
- Task demands
  - Format of question
  - Format of materials provided
  - Response required of student

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Communication Supports

- What system does the student use to communicate on a daily basis?

- Customize THIS system to the demands of the assessment

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Analyze Communication Demands

- What vocabulary must be available to provide appropriate options for EACH STEP of the task?
- Create displays that are consistent with students' discrimination skills.

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Beyond the individual test items…

- Consider messages that might be needed throughout the test
  - I need help
  - I don't understand
  - Please repeat
  - Can we take a break?
  - Yes/No
- Consider having a display accessible to student throughout the test

Item/Test Presentation

- Format of question
  - Multiple-choice
  - Yes/No
  - Open-ended
- Task materials provided
  - Is reading involved?
  - Is manipulation of materials required
  - Will the format of the materials work for the student?
- Response required of student
  - Does student have to "say" something
  - Does student have to "do" something

Multiple Choice Questions

4. Display 4 word/picture cards on the work space.

"Show me the picture/symbol/object that means library." (If library is not available, substitute appropriate term.)
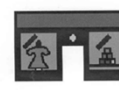
park

library

playground

store

Scaffolding Multiple Choice Items

Level 4

change—make different

change—coins

change—replace

change—put on different clothes

Level 3

change—make different

change—coins

change—put on different clothes

Level 2

change—make different

change—put on different clothes

Level 1

change—make different

Modifying Size/Display

- Cut laminated grid to display choices as appropriate for student
- Use electronic version of materials to enlarge them
- Program communication device with auditory output to enable student to hear choices
- Use real objects
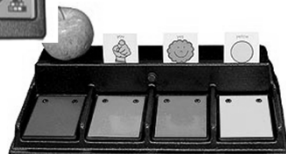
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Item Response: Your Analysis

- **Can student make pointing response required of item?**

  o If no, adapt the response required

  - Select display that allows for alternative inputs
  - Teacher presents options in scanning format
  - Adapt question to require yes/no response
  - Present responses in auditory format that student can "stop" with reliable motor response

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Yes/No Response Format

- Shift motor demands to the teacher
- *"Let me show you the choices. Will this keep Jan warm?"*

| sweater/jacket | baseball cap |
| T-shirt | bathing suit |

yes   no

5. Place the book and the word/picture symbols on the work space. Review the word/picture symbols and describe the items with the student.

"What will Jan pack to keep her warm at night?"

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Student "Stops" Scanning Display

| sweater/jacket | baseball cap |
| T-shirt | bathing suit |

- Teacher points to each picture in sequence
- Student directs teacher to "stop" when the teacher points to the correct response

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Items Requiring Performance

3. Display literary materials on the work space and encourage the students to explore them. Observe correct manipulation of literacy materials.

"Show me how you use this."

Communication Support Strategies:
- Student may look at/point to materials to express response OR
- If the student is unable to manipulate the test materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., *"Is the book in the correct position? Am I going to hit the right button?"*)

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Example of Scaffolding a Performance Item

- Level 3 = provide additional information

- Level 2 = model correct response

- Level 1 = guide student through correct response

Scaffold:
Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat the request.
Level 2: Demonstrate the correct way to hold/turn the material. Give the material to the student and repeat the request.
Level 1: Assist the student as needed to manipulate the material appropriately, say *"This is how you use this."*

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Returning Student Materials

- Place the following materials in the white plastic envelope for each student labeled "For Return of CRT-ALTERNATE Test Materials"
  - CRT-Alternate Test Booklet
  - Completed Answer Booklet
  - Material Replacement Order Form (if necessary)

- Do not seal the envelopes

- Return envelopes to your System Test Coordinator by March 27

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Material Kits

- The kits should be kept secure when not being used for planning or testing.

- After testing, please return Material Kits to your System Test Coordinator for secure storage.

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Tips

- 20-30 minute testing sessions
- Practice with the materials by yourself or with a colleague
- Communicate and be aware of crucial deadlines
- Clear, explicit, detailed instructions on HOW to give the test
- Give yourself time to prepare in advance

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MontCAS Contacts

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Measured Progress
Service Desk

- For
  - Smarter
  - Science CRT and CRT-Alt

  All calls and questions can be directed to:

  (888)792-2741
  montanahelpdesk@measuredprogress.org

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